

# Michigan Merit Curriculum

## Course/Credit Requirements



## ENGLISH LANGUAGE ARTS • GRADE 11

ANCE • **RIGOR** • RELEVANCE • RELATIONSHIPS • RIGOR  
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**1 Credit**



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## Welcome

This guide was developed to assist teachers in successfully implementing the Michigan Merit Curriculum. The identified content expectations and guidelines provide a useful framework for designing curriculum, assessments and relevant learning experiences for students. Through the collaborative efforts of Governor Jennifer M. Granholm, the State Board of Education, and the State Legislature, these landmark state graduation requirements are being implemented to give Michigan students the knowledge and skills to succeed in the 21st Century and drive Michigan's economic success in the global economy. Working together, teachers can explore varied pathways to help students demonstrate proficiency in meeting the content expectations and guidelines. This guide should be used in conjunction with the High School Content Expectations document for the discipline.

## Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to *begin with the end in mind*.

### **Engaging and effective units include**

- appropriate content expectations
- students setting goals and monitoring own progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- identified valid and relevant skills and processes
- purposeful real-world applications
- relevant and worthy learning experiences
- varied flexible instruction for diverse learners
- research-based instructional strategies
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- substantial time to review or apply new knowledge
- opportunities for revision of work based on feedback
- student evaluation of the unit
- culminating celebrations

## Relevance

Instruction that is clearly relevant to today's rapidly changing world is at the forefront of unit design. Content knowledge cannot by itself lead all students to academic achievement. Classes and projects that spark student interest and provide a rationale for why the content is worth learning enable students to make connections between what they read and learn in school, their lives, and their futures. An engaging and effective curriculum provides opportunities for exploration and exposure to new ideas. Real-world learning experiences provide students with opportunities to transfer and apply knowledge in new, diverse situations.

## Student Assessment

The assessment process can be a powerful tool for learning when students are actively involved in the process. Both assessment *of* learning and assessment *for* learning are essential. Reliable formative and summative assessments provide teachers with information they need to make informed instructional decisions that are more responsive to students' needs. Engagement empowers students to take ownership of their learning and builds confidence over time.

### ***Sound assessments***

- align with learning goals
- vary in type and format
- use authentic performance tasks
- use criteria scoring tools such as rubrics or exemplars
- allow teachers and students to track growth over time
- validate the acquisition of transferable knowledge
- give insight into students' thinking processes
- cause students to use higher level thinking skills
- address guiding questions and identified skills and processes
- provide informative feedback for teachers and students
- ask students to reflect on their learning

## Introduction to English Language Arts

The English Language Arts Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language arts curriculum. The language arts processes are recursive\* and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

***Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:***

- Inter-Relationships and Self-Reliance
- Critical Response and Stance
- Transformational Thinking
- Leadership Qualities

## English Language Arts Grade 11 Goal Statement

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and World literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

\*Recursive is used in the context of the ELA HSCE as describing language arts processes as being addressed repeatedly and at increasingly complex levels throughout the units and lessons from grade 9 to grade 12.

# High School Content Expectation Codes

To allow for ease in referencing expectations, each English Language Arts expectation has been coded by strand, standard, and expectation. For example:

CE2.1.6

CE2: Reading, Listening, and Viewing strand

CE2.1: Standard I of the Reading, Listening, and Viewing strand

CE2.1.6: 6th expectation of Standard CE2.1

## Organizational Sructure

STRAND 1 Writing, Speaking, and Expressing	STRAND 2 Reading, Listening, and Viewing
STANDARDS (and number of core expectations in each standard)	
1.1: Writing Process (8) 1.2: Personal Growth (4) 1.3: Purpose and Audience (9) 1.4: Inquiry and Research (7) 1.5: Finished Products (5)	2.1: Strategy Development (12) 2.2: Meaning Beyond the Literal Level (3) 2.3: Independent Reading (8)

STRAND 3 Literature and Culture	STRAND 4 Language
STANDARDS (and number of core expectations in each standard)	
3.1: Close Literary Reading (10) 3.2: Reading and Response (varied genres and time periods) (5) 3.3: Text Analysis (6) 3.4: Mass Media (4)	4.1: Effective Use of the English Language (5) 4.2: Language Variety (5)

## **CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS**

- 1.1 Understand and practice writing as a recursive process.
- 1.2 Use writing, speaking, and visual expression for personal understanding and growth.
- 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.
- 1.4 Develop and use the tools and practices of inquiry and research — generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work.
- 2.1 Develop critical reading, listening, and viewing strategies.
- 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.
- 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
- 3.1 Develop the skills of close and contextual literary reading.
- 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genre representing many time periods and authors.
- 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
- 3.4 Examine mass media, film, series fiction, and other texts from popular culture.
- 4.1 Understand and use the English language effectively in a variety of contexts and settings.
- 4.2 Understand how language variety reflects and shapes experience.

**See the ELA HSCE document for the 91 ELA Content Expectations**

## **HIGH SCHOOL ENGLISH LANGUAGE ARTS UNIT FRAMEWORK FOR GRADES 9-12**

Michigan teachers designed the thematic units of instruction described in this booklet. Together the newly developed units meet all of the English Language Arts High School Content Expectations. They exemplify the high standards of rigor and relevance required for post secondary success. Using the framework of common features and the models as guides, teachers will develop their own thematic units of instruction.

The units use complex anchor and linking texts to teach the content expectations and to make connections that lead to the dispositions: Inter-Relationships and Self-Reliance, Critical Response and Stance, Transformational Thinking, and Leadership Qualities.

The units are designed to take advantage of what each text offers for meeting the expectations, including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy Development including vocabulary and grammar.

### **The framework includes**

- Themes, Big Ideas, Dispositions, and Essential Questions
- Literary Genre Focus, Anchor Texts, and Linking Texts
- Literary Analysis and Genre Study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development



## Unit Framework Alignment with ELA Expectations

The chart below indicates where each of the 91 expectations is addressed in section(s) of the unit framework.

SECTIONS	EXPECTATIONS
<b>Dispositions, Big Ideas and Essential Questions</b>	2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2
<b>Literary Genre Focus/Anchor Text</b>	2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1 - 3.2.3, 3.3, 3.4.1 - 3.4.4
<b>Linking Texts</b>	3.1.5, 3.1.6, 3.4.2
<b>Genre Study and Literary Analysis</b>	2.1.2, 2.1.4 - 2.1.6, 2.1.8 - 2.1.19, 3.1.1 - 3.1.10, 3.2.1 - 3.2.3, 3.3.1 - 3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5
<b>Reading , Listening, and Viewing</b>	2.1.1 - 2.1.10, 2.2.1 - 2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5
<b>Writing, Speaking, and Expressing</b>	1.1.1-1.1.8, 1.2.1- 1.2.3, 1.3.1-1.3.9, 1.4.1-1.4.7, 1.5.1-1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4
<b>Ongoing Literacy Development</b>	1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5

## Dispositions and Essential Questions

### 9th Grade Focus

#### *Inter-Relationships & Self-Reliance*

- Who am I?
- How do my skills and talents help to define me?
- How do I relate to my family, my community, and society?
- How do I build networks of people to support me?
- How am I a reflection of my relationships?
- How do my relationships within and across groups affect others?
- What influence do class, religion, language, and culture have on my relationships and my decisions?
- What can I contribute as an individual?
- What is my responsibility to society?
- How do I see my beliefs reflected in government policies and by politicians?

### 10th Grade Focus

#### *Critical Response and Stance*

- How can I discover the truth about others?
- What sacrifices will I make for the truth?
- What criteria do I use to judge my values?
- How will I stand up for what I value?
- What can I do to realize my dreams or visions for the future?

- How do I handle others' points of view?
- What role does empathy play in how I treat others?
- What power do I have as an individual to make positive change?
- How do I respond to improper use of power?
- How do I determine when taking social action is appropriate?
- What voice do I use to be heard?

### 11th Grade Focus

#### *Transformational Thinking*

- How can forward thinking help me make better decisions?
- How do I develop a realistic plan for the future?
- What evidence do I have that I am committed to learning?
- How do I build a context for change in my life?
- When is loyalty to myself more important than loyalty to a friend?
- How will I know when to risk failure for possible success?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How can I generate new ideas for solving problems?
- How can I invent new opportunities?
- What are the tradeoffs for technological advances?
- Which decisions I make today will affect me for my entire life?
- Where will I find wisdom?

## 12th Grade Focus

### Leadership Qualities

- How do I know if I am developing the academic skills that I will need in my future life?
- What rules or principles do I use for how I treat others?
- What responsibility do I have to society?
- How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?
- How can I effectively articulate my opinions and perspectives?
- Who is in a position to help me affect change?
- What can I do to avoid repeating mistakes made in history?
- What leadership skills have I developed?
- What leadership qualities will I need to take with me from high school?
- What qualities define a good world citizen?
- How can I create the world I want to live in?
- How can I use my talents to create new opportunities for myself and for others?

### Literary Genre Focus/Anchor Texts

#### Narrative Text/Fiction (NT)

- Novels, short stories, drama, poetry, (allegory, satire, parody)

#### Literary Nonfiction (LNF)

- Essays, memoirs, biographies, commentaries, advertising, letters

### Informational/Expository Text (IT)

- Historical documents, essays, literary analyses, speeches, research/technical reports, textbooks, technical manuals, letters, proposals, memos, presentations, legal documents, Internet sources, newspapers, magazines propaganda, articles, reference tools

### Media

- Movie clips, multimedia presentations, blogs, webpages, music, works of art, digital stories, advertisements, multimedia genre, video streaming

#### Characteristics of Complex Text as defined by ACT:

**Relationships:** Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.

**Richness:** The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices.

**Structure:** The text is organized in ways that are elaborate and sometimes unconventional.

**Style:** The author's tone and use of language are often intricate.

**Vocabulary:** The author's choice of words is demanding and highly context dependent.

**Purpose:** The author's intent in writing the text is implicit and sometimes ambiguous.

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## Linking Texts

***Linking text should reflect one or more of these characteristics and lead to the identified disposition:***

- Discrepant text that results in seeing the big idea from a totally different perspective
- Different genre or medium that mirrors the theme or big idea of the anchor text in another form
- Supporting text that extends or embellishes the big ideas or themes in the anchor text
- Text connected to the anchor text at an abstract level

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## Genre Study and Literary Analysis

### **Narrative Text**

#### ***Characteristics***

- Literary elements defined in detail and modeled in the context of the literature
- Literary analysis:
  - Literal (What does the text say?)
  - Figurative (How does it say it?)
  - Interpretation (What does it mean?)
  - Allusion/Wisdom (Why does it matter?)
- Literary devices
- Literary forms: allegory, satire, parody

#### ***Historical/Cultural Considerations***

- Literary movements and periods (American and British)
- Knowledge of American minority literature

- Knowledge of world literature
- Context in which literary works were produced
- Significance of work today and when written

#### ***Critical perspectives***

- Potential for bias
- Critical perspectives within and across text
- Critical stance and response
- Literary judgment

### **Informational Text**

#### ***Organizational patterns***

- Compare/contrast
- Cause/effect
- Problem/solution
- Fact/opinion
- Theory/evidence

#### ***Features***

- Information in sidebars (tables, graphs, statistical evidence) related to text
- Outline of thesis and supporting details using titles, headings, subheadings, and sidebars
- Selected format (e.g., brochure, blogs) to influence the message

#### ***Media Features***

- Camera and lighting
- Color and special effects
- Music

## **Reading, Listening/ Viewing Strategies and Activities**

### **Comprehension Strategies**

- access prior knowledge
- determine importance
- make connections
- make inferences
- monitor comprehension
- annotate
  - ask questions
- clarify
  - compare
- critique
  - predict
- reflect
  - summarize
- synthesize
  - visualize

### **Comprehension Activities**

- Explicit instruction on comprehension strategy use
- Focus questions for use in instruction
- Graphic organizers to identify structures, audience, and content
- Advance organizers
- Opportunities for students to make thematic and real-life connections

## **Critical Reading, Listening and Viewing Strategies**

### **Literary Text**

- Consider themes, different points of view, and characterization within and across text
- Describe the impact of setting and characters on plot and themes
- Consider the political assumptions underlying the text and the impact of the work on society
- Analyze literal meaning, author's craft, and interpretation
- Discover and transfer abstract themes and big ideas to new situations

### **Informational/Expository Text**

- Find the potential theses and supporting details
- Determine level(s) of relevance
- Assess statements and arguments
- Consider potential for bias
- Look for evidence to support assumptions and beliefs
- Find validity of facts in source material
- Discover and transfer abstract themes and big ideas into new situations

### **Vocabulary Strategies**

- Define in context unfamiliar words, specialized vocabulary, figurative language, and technical terms
- Identify how common phrases (e.g., oxymoron, hyperbole) change meaning
- Recognize and use roots, affixes, and word origins
- Restate definition or example in own words
- Create a graphic representation of terms
- Compare/classify terms

### **Response to Reading, Listening, and Viewing Activities**

- cross-text comparison writing or speaking
- critical response journals
- quotation notebooks
- critique of speech, presentation, or performance
- note taking/study guide

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## Writing, Speaking, and Expressing

### Writing and Speaking Modes of Communication

#### **Narrative Text/Fiction** (NT)

- poetry
- drama
- creative fiction

#### **Literary Nonfiction** (LNF)

- creative nonfiction
- autobiography/biography/memoir
- critical/analytical response to literature
- diary and journal
- goal setting
- letter to the editor
- personal narrative
- reflective essay
- speech
- summary
- writing portfolio reflection

#### **Informational Expository** (IT)

- argumentative essay
- business letter
- comparative essay
- descriptive essay
- exploratory essay/research brief
- feature news article
- literary analysis essay
- magazine article
- multi-genre report
- persuasive essay
- proposal
- research report
- resume
- work-related text
- summary/note taking
- constructed response
- other informational writing

### Media

- blog
- digital story telling
- multi-media presentation
- webpage

### Speaking Activities

- response groups
- work teams
- discussion groups
- committee participation
- book talks
- literature circles
- formal presentations
- multi-media presentations

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## Writing, Speaking, and Expressing Strategies and Activities

### Writing Process Strategies

- Utilize the writing process
- Peer edit with questions
- Revise using checklist and scoring rubric
- Revise grammar in context
- Revise to the assigned standard
- Use exemplars as models for finished products
- Analyze writing using protocols: holistic, analytic, and trait-scoring

### Writing Activities

- writing to learn
- writing to demonstrate learning
- authentic writing

## **Research and Inquiry Process Activities**

- Use research to solve problems, provide criteria, and generate new knowledge
- Engage in ethical, credible and reliable research
- Develop a research plan and carry it out
- Generate topics, seeking information from multiple perspectives and sources
- Analyze information for relevance, quality, and reliability
- Connect the information to present a coherent structure and argument
- Select modes of presentation
- Recognize the contribution to collective knowledge

## **Speaking, Listening, Viewing Strategies**

- Lead and participate in discussions
- Apply presentation skills and protocols
- Plan based on audience and purpose
- Share, acknowledge, and build on one another's ideas
- Consolidate and refine thinking
- Evaluate the quality and relevance of the message
- Use feedback to improve effectiveness
- Advocate for ideas
- Listen with empathy
- Use techniques and media to enhance and enrich your message

## **On-Going Literacy Development**

### **Student Goal Setting and Self Evaluation Strategies**

- Assume ownership of academic literacy progress
- Use criteria and standards to analyze work
- Monitor growth using literacy indicators
- Evaluate tendency toward dispositions
- Respond to constructive feedback
- Set new literacy goals

### **Daily Language Fluency-Unit Components**

#### **Reading**

- HSTW/ACT recommendations
- reading portfolio
  - texts studied in class
  - book club texts
  - independent reading
- reading strategies
- vocabulary development

#### **Writing**

- writing portfolio
  - writing to learn
  - writing to demonstrate learning
  - authentic writing

#### **Grammar Instruction**

- to enrich writing
- to create organizational coherence and flow
- to make writing conventional

#### **Differentiated Skill Instruction**

- Plan focused skill lessons
- Practice until mastery
- Apply in context

**Quantity, variety and frequency of materials to be read, written about, and discussed by students**

*The following are recommendations from High Schools That Work and ACT's "On Course for Success."*

**All students should complete a rigorous English language arts curriculum in which they**

- Read 8–10 books and demonstrate understanding
- Write short papers (1-3 pages) weekly that are scored with a rubric
- Write 4 formal essays per quarter
- Write a major research paper annually
- Speak or present 3 to 5 times per year
- Discuss or debate topics monthly
- Take and organize notes weekly
- Maintain a portfolio of personal reading and writing

**Literature selections included in the model units represent recommendations, not requirements. Decisions regarding required literature are left to individual school districts.**

**ACT College Readiness Standards**

**English**

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

**Reading**

Analyze text for

- Main Ideas and Author's Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

**Writing**

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
  - conventions (grammar, usage, mechanics)
  - vocabulary (precise, varied)
  - sentence structure variety (vary pace, support meaning)



# Model Unit Outline for Grade 11 ELA

**DISPOSITION: TRANSFORMATIONAL THINKING**

**FOCUS: BRITISH AND WORLD LITERATURE**

## MODEL UNIT 11.1: THE POWER OF LANGUAGE TO TRANSFORM LIVES (PAGES 16-26)

### Genre/Period

Anglo-Saxon and Medieval literature, the epic, digital story, magazine feature article, science article, poetry

### Focus/Big Ideas

oral tradition/story telling, power of language, heroic codes, universal truths of human nature, transformation

## MODEL UNIT 11.2: INFORMED DECISION-MAKING (PAGES 27-35)

### Genre/Period

Elizabethan drama, Shakespearean sonnet, English Renaissance literature, decision-making model, college/career planning guide, magazine article, newsclip

### Focus/Big Ideas

decision-making process, consequences, forward thinking, decision/indecision, action/inaction, vision, decisions in the course of history

## MODEL UNIT 11.3: TECHNOLOGY: POTENTIAL FOR ENHANCING HUMAN LIFE (PAGES 36-47)

### Genre/Period

Gothic Romance, literature from the Restoration, 18th Century, and Romantic Periods, Science Fiction, scientific journal article, science news article, report, policy statement, ACT writing rubric

### Focus/Big Ideas

role of technology in society, unintended consequences, potential for enhancing human life, mystery, horror

## MODEL UNIT 11.4: UNDERSTANDING HUMAN NATURE: COPING WITH CRISIS, CHAOS, AND CHANGE (PAGES 48-56)

### Genre/Period

Contemporary (20th century) realistic fiction, science fiction, allegory, newspaper and magazine articles, interview, review, poetry

### Focus/Big Ideas

human nature, chaos, civilization vs. savagery, understanding the power of fear, dealing with change, civilization as structure

## MODEL UNIT 11.5: THE DNA OF SURVIVAL (PAGES 57-65)

### Genre/Period

Contemporary World literature, memoir, biography, poetry, graphic novel, speech, interview, critique

### Focus/Big Ideas

survival, resourcefulness, loss, connectedness, adaptation

## **UNIT 11.1: THE POWER OF LANGUAGE TO TRANSFORM LIVES – ANGLO-SAXON (OLD ENGLISH) AND MEDIEVAL (MIDDLE ENGLISH) PERIODS**

### **Anchor Text**

*Beowulf* and *The Canterbury Tales*

### **Grade 11 Disposition**

Transformational Thinking

### **Big Ideas**

- oral tradition/ storytelling
- the power of language to transform lives
- the journey
- honor
- truth
- heroic codes
- value systems
- use of language
- transformation/ transformational thinking

### **Themes**

- In the transformation from oral language to the written word, universal truths of human nature were formalized.
- The evolution of language impacts life.
- Sometimes the journey itself is more important than the destination.

### **Historical Perspective**

The Anglo-Saxon (Old English) and Medieval (Middle English) Periods

**597:** Augustine of Canterbury reintroduces Christianity to England

**1066:** Battle of Hastings  
The Norman French warriors crossed the English Channel and defeated the Anglo-Saxons. William the Conqueror becomes the King of England.

**1215:** Magna Carta (The document that takes important steps toward constitutional government.)

**1347:** “Black Death” ravages Europe (the plague)

**1372:** Bible is first translated into English

**1476:** Printing Press

**1485:** Henry VII wins the throne; stability begins.

### **Literary Works and Authors**

Anglo-Saxon Literature, Laments, Epics, Arthurian Legends, Boccaccio, Chaucer, Homer, Malory

## Focus and Essential Questions and Quotations

### Focus Questions

- How does the interpretation of language impact decision making?
- How can studying the past lead to new opportunities for the future?
- How do the heroes who are immortalized in literature reflect the cultural values of the time?
- How have modern-day icons used language to transform our thinking?

### Essential Questions

- What evidence do I have that I am committed to learning?
- Where will I find wisdom?
- When is loyalty to myself more important than loyalty to a friend?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How do the heroes of literature reflect the values of the time?
- What journey will I take to become my own hero?

### Quotations

“They said that of all the kings upon the earth he was the man most gracious and fair-minded, kindest to his people and keenest to win fame.”  
(*Beowulf* ℓ. 3180-82)

“Whan that Aprill with his shoures soote  
The droghte of March hath perced to the roote,  
And bathed every veyne in swich licour  
Of which vertu engendred is the flour;  
Whan Zephirus eek with his sweete breeth  
Inspired hath in every holt and heeth  
The tendre croppes, and the yonge sonne  
Hath in the Ram his halve cours yronne,  
And smale foweles maken melodye,  
That slepen al the nyght with open eye  
(So priketh hem Nature in hir corages),  
Thanne longen folk to goon on pilgrimages”  
(*The Canterbury Tales*, General Prologue, ℓ. 1-12)

“When in April the sweet showers fall  
And pierce the drought of March to the root, and all  
The veins are bathed in liquor of such power  
As brings about the engendering of the flower,  
When also Zephyrus with his sweet breath  
Exhales an air in every grove and heath  
Upon the tender shoots, and the young sun  
His half-course in the sign of the Ram has run,  
And the small fowl are making melody  
That sleep away the night with open eye  
(So nature picks them and their heart engages)  
Then people long to go on pilgrimages”  
(*The Canterbury Tales*, General Prologue, ℓ. 1-12)

“Of sundry persons who had  
chanced to fall  
In fellowship, and pilgrims were  
they all  
That toward Canterbury town  
would ride.”

(*The Canterbury Tales Prologue*,  
l. 25-27)

“And thus I preach against the very  
vice  
I make my living out of—avarice.  
And yet however guilty of that sin  
Myself, with others I have power  
to win

Them from it, I can bring them to  
repent;

But that is not my principal intent.  
Covetousness is both the root  
and stuff

Of all I preach. That ought to  
be enough.”

(*The Canterbury Tales*,

“The Pardoner’s Prologue, l. 23-30)

“Language is the most perfect  
work of art in the world. The  
chisel of a thousand years  
retouches it.”

Henry David Thoreau

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## Literary Genre Focus/Anchor Texts

### Narrative Text

Excerpts from  
*Beowulf*

Excerpts from  
*The Canterbury Tales*  
including “The Prologue”  
and “The Pardoner’s Tale,”  
Chaucer

## Literary Nonfiction

*Time 100* “The Most Important  
People of the Century” Heroes  
& Icons [http://www.time.com/  
time/time100/index\\_2000\\_  
time100.html](http://www.time.com/time/time100/index_2000_time100.html)

### Informational Text

Taskforce Report

“Preserving Research Collections:  
A Collaboration between  
Librarians and Scholars”  
[http://www.arl.org/preserv/prc.  
html](http://www.arl.org/preserv/prc.html)

### Metamorphosis

“Inside the Chrysalis”

L. Brower

[http://www.learner.org/jnorth/tm/  
monarch/ChrysalisDevelopmentLPB.  
html](http://www.learner.org/jnorth/tm/monarch/ChrysalisDevelopmentLPB.html)

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## Linking Texts/Media

### Media

#### Model of Digital Storytelling

[http://ed-web3.educ.msu.edu/  
outreach/kl2out/pdf/  
language06/jennifer.mov](http://ed-web3.educ.msu.edu/outreach/kl2out/pdf/language06/jennifer.mov)

#### Model of Digital Storytelling and The Canterbury Tales-

“The Beggar”

[http://edcommunity.apple.com/  
ali/story.php?itemID=151](http://edcommunity.apple.com/ali/story.php?itemID=151)

### Media Clips

*Beowulf and Grendel* (2005)

### Pop Culture

Clip from *Annie Hall* in which  
she says: “Just don’t take any  
course where they make you  
read *Beowulf*.”

## Texts

Arthurian Legends  
*Sir Gawain and the Green Knight*

Selected excerpts from  
*Beowulf: A New Translation*,  
Seamus Heaney, 2000

*Grendel*, John Gardner  
(Modern Retelling)

“The Hero’s Journey”  
(transformation)  
<http://www.yourheroicjourney.com/Journey.shtml>

## Universal Truths of Human Nature

Nobel Banquet Speech, 1949  
William Faulkner  
[http://nobelprize.org/nobel\\_prizes/literature/laureates/1949/faulkner-speech.html](http://nobelprize.org/nobel_prizes/literature/laureates/1949/faulkner-speech.html)  
(love, honor, pity, pride, compassion, and sacrifice)

## Poetry

Anglo-Saxon Riddles  
<http://www2.kenyon.edu/AngloSaxonRiddles/texts.htm>

Excerpts from the *Exeter Book*  
“The Wife’s Lament”  
“The Husband’s Message”  
“The Seafarer”  
*The Earliest English Poets*  
M. Alexander, translator

## Famous Quotations

<http://www.famousquotes.me.uk/famouspeoplequotes.htm>  
<http://www.tpub.com/Quotes/>

## Music Lyrics

“Wild, Wild, West,” Will Smith  
Lesson Plan 75:  
Historians with Style  
(Immortalizing a Hero)  
<http://www.rockhall.com/programs/plans.asp>  
<http://www.quehubo.com/eng/lyrics/index.php?%26page=1082&page=70>

## Works of Art

Original pictures/prints of the text of *Beowulf* and *The Canterbury Tales*  
<http://www.bl.uk/onlinegallery/themes/englishlit/beowulf.html>  
<http://www.bl.uk/onlinegallery/themes/englishlit/geoffchaucer.html>

## Poetry, Legends, and other Works and Authors from the Time Period

Anglo-Saxon Riddles, Laments, Epics, Arthurian Legends, Boccaccio, Chaucer, Homer, Malory

## Teacher/District Resources

Historical context of *Beowulf* and *The Canterbury Tales*  
<http://www.library.unr.edu/subjects/guides/beowulf.html>  
<http://www.courses.fas.harvard.edu/%7Echaucer/>

To connect to the primary document, order CDs at:  
<http://www.uky.edu/~kiernan/eBeowulf/guide.htm>

## **“Scholarly Digital Editions”**

<http://www.sd-editions.com/AnaAdditional/HengwrtEx/images/hgopen.html>

Burke, Jim. 2003. *Writing Reminders: Tools, Tips, and Techniques*, Portsmouth, NH: Heinemann.

Burke, Jim and Carol Ann Parker. 2000. *I'll Grant You That: A Step-by-Step Guide to Finding Funds, Designing Winning Projects, and Writing Powerful Grant Proposals*, Portsmouth, NH: Heinemann.

## **Genre Study and Literary Analysis**

### **Narrative Text**

#### **Genre Study**

Characteristics of

- the epic
- Anglo-Saxon literature
- Medieval literature
- oral tradition

#### **Literary Elements**

- characterization
- setting
- conflict
- theme
- mood
- tone

#### **Beowulf**

- legend
- epic verse
- folk epic
- kennings
- alliteration
- appositive phrases
- riddles
- epic hero

## **The Canterbury Tales**

- frame tale
- fabliaux
- beast-fable
- sermon
- parable
- satire
- irony
- melodrama

### **Literary Devices**

- allusion
- allegory
- symbolism
- imagery
- metaphor
- simile
- personification
- use of repetition and rhyme

### **Historical/Cultural**

- milestones for the developing English language
- Prologue—view of life and cultural values in medieval England

### **Language Variety and Use**

- evolution from Old English to Middle English to Standard English to Standard American English

### **Critical Perspectives**

- contradictions in the role of religion

## **Informational Text**

### **Genre Study**

Characteristics of

- digital story
- magazine feature articles
- task force report
- informational text(s) providing historical perspective
- scientific article

### **Expository Elements**

- purpose and focus
- organization, unity, coherence
- word choice (style, tone, economy, clarity)
- explanation
- procedures
- facts and details
- organizational text structures
- author's perspective
- opinions and examples
- causes and consequences
- statements and arguments
- judgments
- comparisons
- text features/graphics
- leads for sequence or chronology
- technical/specialized vocabulary

## **Text Criteria**

- ACT Characteristics of Complex Text

### **Elements of a Proposal**

- purpose and significance
- previous exploration of the topic
- methods for conducting the study or project
- budget
- concise (one page)
- appropriate format/layout

### **Digital Story Elements**

- point of view
- dramatic question
- emotional content
- your voice
- sound track
- economy of language
- pacing

<http://t3.k12.hi.us/t302-03/tutorials/digstory/elements.htm>

### **Historical/Cultural Perspective**

- history of the Anglo-Saxons
- invasion of the Normans in 1066 AD
- history of Middle Ages
- warfare
- feasting and boasting
- role of religion

## Reading, Listening/Viewing Strategies and Activities

### Reading

#### Narrative Text

- Identify the use of the frame tale technique in a story
- Complete graphic organizers charting characters, setting, conflict, theme, mood, and tone
- Respond to the anchor texts read by recognizing/observing the authors' use of Old and Middle English
- Analyze *Beowulf* using the planes of the profundity scale [www.readinglady.com/mosaic/tools/Profundity%20Scale-narrative%20from%20Jeff.pdf](http://www.readinglady.com/mosaic/tools/Profundity%20Scale-narrative%20from%20Jeff.pdf)
- Compare and Contrast *Beowulf*, "Wild Wild West," and Gardner's *Grendel* in terms of
  - plot
  - hero
  - heroic feats
  - villains/monsters faced
  - setting
  - cultural values
  - figurative language
  - value and use of rhythm

#### Informational Text

- Use critical reading strategies to find the inferred meaning of the chrysalis metaphor
- Read the "Preserving Research Collections" report taking a critical stance; identify and summarize key issues and the persuasive elements.

### Listening/Viewing

- Explore authentic local community book clubs as a model for year-long book clubs for each unit; listen to and view members discussing a book they are currently reading; analyze interaction identifying protocols used
- Class/group discussion using protocols
- Critique peers' digital storytelling presentation using class-generated rubric
- Listen to excerpts of *Beowulf*, *Anglo-Saxon Riddles*, and *The Canterbury Tales* in Old English, Middle English, and Modern prose translation

<http://www.bl.uk/learning/langlit/changlang/activities/lang/beowulf/beowulfpage1.html>

<http://www.bl.uk/learning/langlit/changlang/activities/lang/chaucer/chaucerpage1.html>

### Word Study/Vocabulary Activities

- Examine various translations of *Beowulf* and *The Canterbury Tales* charting their similarities and differences, impact on syntax, and their placement within context. Assess which author's style is more appealing
- Use roots, prefixes, suffixes, and context to examine the dynamic nature of language

#### Teacher Resource

"From *Beowulf* to Buzzwords"  
<http://www.bl.uk/learning/langlit/changlang/language.html>



## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Annotate text
- Quotation notebook
- Respond to reading of anchor and linking texts with journal entries recording:
  - the role of storytelling
  - the importance of community
  - author's use of religious symbolism
  - examples of journeys leading to moral or life lesson
  - attributes of personal heroes
  - examples of narrative characteristics (allusion, allegory, symbolism, imagery, figurative language, kenning)
- Take two-sided notes documenting and explaining symbolism and allegory in the text

### Writing to Demonstrate Learning

#### Essay

##### Persuasive Essay

- Using support from texts read, agree or disagree with the following statement: Sometimes the journey is more important than the destination.
- Argue for or against a person's appearance on the *Time 100* list or in support of a person who was omitted.

##### Comparative Essay

- Metaphorically connect transformation in the stages of the chrysalis to the stages of transformation through the Middle Ages.
- Compare the Medieval mentality as portrayed in excerpts from the *Exeter Book* with that in *The Canterbury Tales*.

##### Descriptive Essay

- Select one of Chaucer's tales and write an essay analyzing how he uses these tales to critique human behavior.

##### Riddles

- Write modern day riddles that model those of the Anglo-Saxon period.

##### Authentic Writing

- Write a Proposal to purchase books for classroom book clubs (literature circles) throughout the year.  
"Write a Proposal"  
*Writing Reminders*, p. 360  
J. Burke
- Petition the community library to sponsor a community reading of a selected text.  
"Write a Proposal"  
*Writing Reminders*, p. 360  
J. Burke

## **Digital Storytelling**

- Create an original pilgrim and a corresponding “digiTale,” a digital movie based on a character.
- Create a digital movie in which you portray yourself as a hero using the stages of “A Hero’s Journey.”

## **Teacher Resources**

<http://t3.k12.hi.us/t302-03/tutorials/digstory/elements.htm>

<http://www.digitales.us/>

<http://www.storycenter.org/memvoice/pages/tutorial-1.html>

## **Speaking**

- Class/group discussion of importance of story telling, family, religion, and a value system (in Medieval and Anglo-Saxon periods and today)
- Digital story/movie presentation
- Class/group discussion of task force report
  - evaluate findings of the preservation task force
  - consider bias and perspective
  - consider technological and economic investment requirements of recommendations
- Debate
  - what is meant by preservation
  - the history of preservation (oral, print, digital, blogging)

- the difference between preserving language, using language, and plagiarizing
- preservation vs. cost

## **On-Going Literacy Development**

### **Student Goal Setting and Self-Evaluation Strategies**

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
  - language fluency
  - reading complexity
  - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

## **Daily Language Fluency**

### **Reading**

- High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

## **Reading Portfolio**

Recording reading with three levels of support

1. texts/literature studied in class (challenging text in zone of proximal development – text students couldn't read without the help of the teacher); anchor, linking texts, and author/poet study
2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays
3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated bibliographies time commitment for each text

## **Reading Strategies**

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

## **Vocabulary Development**

- Understand how languages and dialects are used to communicate effectively in different roles and different circumstances
- Understand the appropriate uses and implications of casual or informal language vs. professional language
- Recognize language bias
  - diction
  - voice
- words from selections
- academic vocabulary
- technical vocabulary

## **Greek and Latin Root Words/Prefixes/Suffixes**

auto = self

pater = father

mater = mother

frater = brother

spect = to see

magna = large, great

micro = small

macro = large

mal = bad, evil

bene = good

nym = name, noun

pseudo = false

sub = under

retro = back

thesis = idea

per = through

mono = one

bi = two

tri = three

kilo = thousand

semi = half

## **Writing**

### ***Writing Strategies***

- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist/rubric
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing

### ***Grammar Skills***

- grammar and rhetoric mini-lessons
- practice skills for PSAT/PLAN success

### ***Grammar Instruction to***

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Additional MDE Grammar Resource

“Power of Language” Module (ELA Companion Document)

## **ACT College Readiness Standards**

### ***English***

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

### ***Reading***

Analyze text for

- Main Ideas and Author’s Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

### ***Writing***

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
  - conventions (grammar, usage, mechanics)
  - vocabulary (precise, varied)
  - sentence structure variety (vary pace, support meaning)

## UNIT 11.2 INFORMED DECISION-MAKING

### THE RENAISSANCE

#### Anchor Text

*The Tragedy of Hamlet,  
Prince of Denmark*

#### Grade II Disposition

Transformational Thinking

#### Big Ideas

- decision/indecision
- action/inaction
- consequences/forward thinking
- vision
- decision-making process (chess, buying a car, deciding on college, job selection, how to use free time)
- decisions in the course of history

#### Themes

- Bias skews all decisions, actions, and thoughts
- Decisions, based on data, are filtered by our beliefs
- Appearance vs. reality
- Loyalty vs. betrayal
- Decisions determine destiny
- Flawed data (appearances, propaganda) leads to inappropriate decisions

#### Historical Perspective

**1485:** Henry VII wins the throne

**1509:** Henry VIII becomes King (breaks away from the Catholic Church)

**1534:** The Church of England is established

**1558:** Elizabeth I becomes queen (balances growing religious tensions)

**1588:** The English navy defeats the Spanish Armada

**1590:** Shakespeare emerges as England's playwright

**1599:** The Globe Theater is built

**1603-1660:** Religious and Political unrest; King James I and Charles I—The Cavaliers fought to maintain their power while the Puritans wanted religious and government reform.

**1642-1660:** Civil War—The Puritans won and established a commonwealth

**Literary Movements:** Elizabethan, Cavalier, Metaphysical, and Puritan

**Literary Authors:** Shakespeare, C. Marlowe, Edmund Spenser, Ben Jonson, Robert Herrick, Richard Lovelace, Andrew Marvell, Thomas More, Thomas Wyatt, Walter Raleigh, John Donne, Francis Bacon, John Milton

**1660:** Charles II becomes king and the Monarchy is restored beginning the Restoration Period.

## Focus and Essential Questions and Quotations

### Focus Questions

- What kinds of information do I need to make an informed decision?
- How do I evaluate the information?
- Why is it important to weigh options before making decisions?
- How can forward thinking help me make better decisions?
- How can a person see beyond appearances to discover the hidden truths about others?
- What does it take to reverse decisions?
- Are there decisions that require so much forward thinking that humans need the memory support of technology?
- Even with all the available data, how do I know when I've made the right decision?
- What are the filters through which I evaluate decisions?
- When does language reflect or construct reality?
- How does imagery make things more real, or make a particular version of reality more convincing?

### Essential Questions

- Which decisions I make today will affect me for my entire life?
- How do I develop a realistic plan for the future?
- How can I invent new opportunities?
- How will knowing how decisions are made help me plan for my life?
- When is loyalty to myself, and my own values, more important than loyalty to a friend?
- Can one (apparently) have all the right information and make the wrong decision?

### Quotation(s)

"To be or not to be, that is the question."

"Neither a borrower nor a lender be; for loan oft loses both itself and a friend."

"This above all: to thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man."

"There is nothing either good or bad, but thinking makes it so."

"What a piece of work is a man! how noble in reason! How infinite in faculty! in form and moving how express and admirable."

"Thus conscience does make cowards of us all; And thus the native hue of resolution is sicklied o'er with the pale cast of thought."

“O, woe is me, to have seen what I have seen, see what I see!”

“Lord, we know what we are, but know not what we may be.”

“The rest is silence.”

“Now cracks a noble heart. Good-night sweet prince, And flights of angels sing thee to thy rest!”

“To thine own self be true.”

From *The Tragedy of Hamlet, Prince of Denmark*

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## Literary Genre

### Focus/ Anchor Texts

#### Narrative Text

*The Tragedy of Hamlet, Prince of Denmark*  
William Shakespeare

#### Informational Text

“7-Step Decision Making Model”  
<http://www.unf.edu/dept/cdc/services/decisio.htm>

“Why Offer Chess in Schools?”  
Chessmaster Jerry Meyers  
<http://chess.about.com/library/weekly/aa05a08a.htm>

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## Linking Texts

#### Media

Mel Gibson’s *Hamlet*

*Rosencrantz and Guildenstern Are Dead*

*Searching for Bobby Fischer* (clip from the end of the film where chess player sees the next series of moves before they happen)

*Knights of the South Bronx*  
A&E, Ted Danson

Excerpts from *And the Band Played On: Politics, People, and the AIDS Epidemic*

Review [http://en.wikipedia.org/wiki/And the Band Played On](http://en.wikipedia.org/wiki/And_the_Band_Played_On)

Excerpts from *A Bridge Too Far*, 1997 DVD

#### Texts

Forrest, J., “The Space Shuttle Challenger Disaster: A failure in decision support system and human factors management”  
<http://frontpage.hypermall.com/jforrest/challenger/challenger-sts.htm>  
<http://history.nasa.gov/sts51l.html>

Excerpts from Shakespeare in Charge: *The Bard’s Guide to Leading and Succeeding on the Business Stage*  
N. Augustine and K. Adelman  
“Prologue” (xi-xviii)  
“Act V Crisis Management” (167-207) *Clausius’ crisis management skills—ten lessons on how to act in a crisis*  
“Epilogue” (209-219)

Excerpts from *Profiles in Audacity: Great Decisions and How They Were Made*  
Alan Axelrod

#### Poetry

Shakespearian Sonnets

Metaphysical Poetry

## College/Work Application Process

“Who Needs Harvard?”

Gibbs, N. and Thornburgh, N.  
Time 21 Aug 2006: 37-45.

“With a Little Help from Your Mom” Carol Jago

<http://www.englishcompanion.com/room82/college/jagocolumn.html>

“Guidelines for Letters of Recommendation” Jim Burke (chart)

<http://www.englishcompanion.com/room82/college/recletterform.html>

CareerForward Course

My Dream Explorer  
accessible through Michigan  
LearnPort

<http://www.mydreamexplorer.org>

College application timeline  
(SAT I and/or ACT)

<http://www.wilsonhs.org/admin/guidancebook/12-collegeapplicationline.htm>

ACT College Planning

<http://www.actstudent.org/college/index.html>

ACT Career Planning

<http://www.actstudent.org/www/index.html>

ACT College/VocTech  
Search Tool

[http://www.act.org/college\\_search/fset\\_col\\_search.html](http://www.act.org/college_search/fset_col_search.html)

ACT print and electronic review  
materials

## Internet Links to Resources

### Decision Making

“Steps to Decision Making”

*The Wall Street Journal: Classroom Edition.* 25 June 2006.

<http://info.wsj.com/classroom/worksheet/wsje.decision.grid.pdf>

“Steps to Effective Decision Making Worksheet” *The Wall Street Journal: Classroom Edition.*

27 June 2006.

[http://wsjclassroom.com/pdfs/wkst\\_decision.pdf](http://wsjclassroom.com/pdfs/wkst_decision.pdf)

### Motivation and Goal Setting

<http://www.coun.uvic.ca/learn/program/hndouts/goals.html>

### College/Career Planning

<http://www.collegecountdownkit.com/goalsetting.htm>

<http://www.employmentspot.com/features/choosecareer.htm>

[http://www.firn.edu/doe/programs/cd\\_lesson.htm](http://www.firn.edu/doe/programs/cd_lesson.htm)

### Self-Inventory

<http://www.ncwiseowl.org/kscope/techknowpark/Secret/Welcome.html>

### Chess

*Curriculum for Scholastic Chess* David MacEnulty

<http://www.schoolchess.com/download/school%20chess%20curriculum%20guide.pdf>

### Poetry, Legends, and Other Works and Authors from the Time Period

Shakespeare, C. Marlowe, E. Spenser, B. Jonson, R. Herrick, R. Lovelace, A. Marvell, T. More, T. Wyatt, W. Raleigh, J. Donne, F. Bacon, J. Milton



## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- Elizabethan drama (tragedies, comedies)
- Shakespearean sonnets
- English Renaissance literature
- revenge tragedy

#### Literary Elements

- Freytag's Pyramid
- soliloquy
- comic relief
- tragic hero
- frame within a frame
- external conflict
- archetypes
- decision
- iambic pentameter
- other metric structures
- use of dialogue
- organization, unity, coherence
- word choice, style, tone, clarity, economy
- themes
  - appearance vs. reality
  - theater vs. life
  - relationships of parents and children
  - relationship of thought to action
  - revenge
  - loyalty vs. betrayal
  - nature of leadership
  - conscience
  - hypocrisy

### Literary Devices

- imagery
- repetition of music
- analogies
- allusion
- metaphor
- conceit (extended metaphor)
- coded language

### Historical/Cultural

- decisions based on time period
- influence of other revenge tragedies on the writing of *Hamlet*; history of revenge tragedy

### Critical Perspectives

- religious perception/contradictions
- literary critical perspectives
  - moral
  - psychological
  - sociological
  - formalistic
  - archetypalusing various lenses (gender, class)
- Gertrude and Ophelia from a feminist perspective

### Informational Text

#### Genre Study

Characteristics of

- magazine articles
- news clips
- college planning charts/guides
- college application essays
- decisions-making models

### **Expository Elements**

- structure
- purpose
- focus

### **Organizational Patterns**

- organization
- unity
- coherence
- procedural

### **Features**

- charts/tables/graphs

### **Text Criteria**

- ACT Characteristics of Complex Text

### **Historical/Cultural**

- decisions that changed the world

## **Reading, Listening/Viewing Strategies and Activities**

### **Reading**

- Compare important decisions made within *Hamlet*, with those made in previously read core texts
- Annotate *Hamlet* in the text or in a journal
- Use think-aloud strategy to describe important facts and events in each episode of *Hamlet*
- At stages of decision/indecision in *Hamlet*, make connections to historical decisions in which information was available but not used (examples identified in linking texts - AIDs, NASA, history)
- Identify instances in which Hamlet's decisions allude to events in the contemporary world

- Identify themes
- Identify images of disease and corruption repeated throughout *Hamlet* and what they reveal about the reality of the time period
- Identify human themes and sorrows in "To Be or Not To Be" soliloquy
- Analyze *Hamlet* using the profundity scale [www.readinglady.com/mosaic/tools/Profundity%20Scale-arrative%20from%20Jeff.pdf](http://www.readinglady.com/mosaic/tools/Profundity%20Scale-arrative%20from%20Jeff.pdf)
- Read the "chess" article to identify skills important for becoming a good decision-maker
- Read modern revenge tragedies; compare plot scenarios with that of *Hamlet*

### **Listening/Viewing**

- View various video clips to find and connect decisions from history with those of *Hamlet*
- Find intersections between visual images and verbal communication
- Listen for information that could have resulted in a better decision; take notes while viewing
- View *Hamlet* and evaluate it as a representation and/or interpretation of the text. Which version highlights Hamlet's decision-making inabilities?

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Access Prior Knowledge

- Personal Essay – Write about important decisions for your future

### Writing to Learn

- Annotating text (explicit instruction)
- Quotation notebooks

### Journal Entries

#### Recording

- decisions in *Hamlet* and in life
- examples of literary devices (imagery, metaphor, allusion, analogies)
- examples of the play's major themes echoed in the "play within a the play" literary frame
- Shakespeare's conclusions about humankind (as depicted in *Hamlet*)
- the process used to make an important decision about the future; using the self inventory website and the "7-Step Decision Making Model," record your thinking at each step in the process (in preparation for reflective essay)

### Writing to Demonstrate Learning

- Written response to focus questions using text support
- Summarize a scene from the play

### Essay Options

#### Reflective Essay

- Cite examples from world and U.S. history of those who failed to recognize the consequences of their actions.
- Recount situations in which leaders understood the consequences of their actions but were powerless to alter their destiny.
- What personal lessons do you take from the play *Hamlet*?
- Discuss how your life reflects your beliefs; explain conflicts.

#### Comparative Essay

- Answer the question: When does a decision that applies to me not have to apply to all? How is the decision-making process different if the decision affects more than just self?
- Compare Shakespeare's conclusions about humankind with the conclusions of other authors studied in HS (H. Lee, A. Miller, M. Twain, J. Steinbeck, L. Hansberry).

#### Literary Analysis Essay

- Discuss the ironies of Hamlet's death and the symbolism of Fortinbras' coming reign.

#### Persuasive Essay

- Select the critical perspective (moral, psychological, sociological, formalistic, or archetypal) most appropriate for analyzing Hamlet; support with examples from the text and from knowledge of what the criticism will reveal about the work.

## Research Options

- Research a contemporary figure whose decisions are analogous to Hamlet's decision/indecision on important issues and resulted in negative consequences (Colin Powell, Princess Diana, John McCain, Hillary Clinton, President G. W. Bush, or other); post findings in a class display or in a photo essay.

## Authentic Writing

- Reflect on the decision-making process you used in making an important decision in your life; include progress you've made toward the decision and identify next steps in your process.
- Journal entries detailing college selection and application activities/progress/plans

## Speaking

- Class discussions about decisions and decision-making
- Recite soliloquy/selected scenes with attention to performance details to achieve clarity, force, aesthetic effect

## Expressing

- Record your decision-making process on poster paper; use symbols or drawings to emphasize the points you are making
- Display the posters in preparation for a gallery walk; review and support the important decisions peers are making
- Post findings of contemporary research figure on a class display or in a photo essay

## On-Going Literacy Development

### Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
  - language fluency
  - reading complexity
  - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

### Daily Language Fluency

#### Reading

- High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

#### Reading Portfolio

Recording reading with three levels of support

1. texts/literature studied in class (challenging text in zone of proximal development—text students couldn't read without the help of the teacher); anchor, linking texts, and author/poet study
2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays
3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated biographies

### **Reading Strategies**

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

### **Vocabulary Development**

- words from selection
- academic vocabulary
- technical/specialized vocabulary
- word etymology and variation
- find current uses in Google News

### **Writing**

#### **Writing Strategies**

- process writing
- language appropriate for purpose and audience
- revising own writing using proofreading checklist/rubric
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing
- note taking

#### **Grammar Skills**

- identify and eliminate shifts in point of view, tense, etc.
- practice skills for ACT/SAT success
- techniques for achieving spelling accuracy
- comparative and superlative modifiers
- parentheses and dashes
- brackets
- ellipses
- practice correct use of punctuation and capitalization conventions

#### **Grammar Instruction to**

- enrich writing: add detail, style, voice
  - create organizational coherence and flow
  - make writing conventional
- “Power of Language” Module  
MDE Grammar Resource

## **ACT College Readiness Standards**

### **English**

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

### **Reading**

Analyze text for

- Main Ideas and Author’s Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

### **Writing**

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
  - conventions (grammar, usage, mechanics)
  - vocabulary (precise, varied)
  - sentence structure variety (vary pace, support meaning)

## UNIT 11.3 TECHNOLOGY: POTENTIAL FOR ENHANCING HUMAN LIFE—THE NEOCLASSICAL AND ROMANTIC PERIODS

### Anchor Text

*Frankenstein*

### Grade II Disposition

Transformational Thinking

### Big Ideas

- mystery, horror
- supernatural
- role of technology
- genetic engineering
- cloning
- unintended consequences
- appreciating human life

### Themes

- Technology has the potential to enhance and extend human life.
- Man's fascination with creation is reflected in fact and fiction.
- Scientific exploration has the potential to improve human life.
- Altering human traits has unexplored consequences.

### Historical Perspective

The Restoration and the 18th Century Neoclassical Periods

**1660:** Charles II restores the Monarchy

**1666:** The Great Fire destroys most of London

**1700's:** The Age of Enlightenment

### Literary Movements

Rationalism (humans should depend on reason)

### Literary Authors

Daniel Defoe, Thomas Gray, Thomas Hobbes, Samuel Johnson, John Locke, John Milton, Alexander Pope, Jonathan Swift, Voltaire, Mary Wolstonecraft

**1733:** Alexander Pope writes "An Essay on Man"

Toward the end of the 18th Century writers rebelled against the Enlightenment moving into the Romantic Period.

The Romantic Period

**1783:** England recognizes America's independence

**1789:** The French revolution begins

**1799:** Napoleon seizes power in France

**1815:** The British defeat Napoleon at the Battle of Waterloo

**1818:** Mary Shelley writes *Frankenstein*

**1837:** The Romantic Period ends with Victoria becoming Queen of England

### Romantic Authors

Jane Austen, William Blake, Robert Burns, Lord Byron, Samuel Coleridge, John Keats, Mary Shelley, Percy Shelley, William Wordsworth

## Focus and Essential Questions and Quotations

### Focus Questions

- What issues are involved in creating, lengthening, and bettering life?
- What is technology's role in society?
- When do technological solutions become new problems?
- Is there a point (percentage of replacement parts) when a human being is no longer considered human?
- How have humans been redefined by technological advances?

### Essential Questions

- What role will I play in future technology? Will I question it, consume it, or help to create it?
- What price am I willing to pay for immortality?
- What are the tradeoffs for technological advances?
- What moral limitations do we put on the use of technology?

### Quotations

"Keep us human. If we're truly smart, we'll refuse to foolishly tamper with our DNA."

Bill McKibben

(dangers of genetic engineering)

"I busied myself *to think of a story* – a story to rival those which had excited us to this task. One which would speak to the mysterious fears of our nature and awaken thrilling horror – one to make the reader dread to look around, to curdle the blood, and quicken the beatings of the heart."

Mary Shelley, *Frankenstein*

(Introduction, 1831 edition)

"How dangerous is the acquirement of knowledge."

Victor Frankenstein

*Frankenstein*

"Did I request thee, Maker, from my clay

To mould me man? Did I solicit thee From darkness to promote me?"

John Milton, *Paradise Lost*

(on cover page of *Frankenstein*)

"Reality is that which, when you stop believing in it, does not go away."

Philip K. Dick

*Do Androids Dream of Electric Sheep?*

"The man who writes about himself and his own time is the only man who writes about all people and all time."

George Bernard Shaw

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## Literary Genre Focus/ Anchor Texts

### Narrative Text

*Frankenstein*  
Mary Shelley

### Informational Text

“Revising Humans: U.S.  
Constitution Provides Framework  
for Debate on Genetic  
Engineering of Human Beings”  
Jane Sanders  
[http://gtresearchnews.gatech.edu/  
newsrelease/constitution.htm](http://gtresearchnews.gatech.edu/newsrelease/constitution.htm)

“How to Read a Scientific Article”  
Purugganan and Hewitt  
[http://www.owl.net.rice.edu/  
~cainproj/courses/sci\\_article.doc](http://www.owl.net.rice.edu/~cainproj/courses/sci_article.doc)

Owl At Purdue Online Writing Lab  
Writing a Research Report  
[http://owl.english.purdue.edu/  
workshops/hypertext/reportW/](http://owl.english.purdue.edu/workshops/hypertext/reportW/)

Research Report Writing  
Section in Writing Handbook  
used in district

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## Linking Texts/Media

### Media

*Frankenstein* (film)  
Mary Shelley  
[http://www.pbs.org/saf/1209/  
video/watchonline.htm](http://www.pbs.org/saf/1209/video/watchonline.htm)

*PBS: Body Building*  
“How to Make a Nose—Tissue  
engineers build a nose, heart  
muscle, and even a retina from  
the ground up. (Updated from  
earlier broadcasts)  
[http://www.pbs.org/saf/1209/  
video/watchonline.htm](http://www.pbs.org/saf/1209/video/watchonline.htm)

“Body on a Bench—A tiny, living  
liver is the first step towards a  
lab version of the human body.  
[http://www.pbs.org/saf/1209/  
video/watchonline.html](http://www.pbs.org/saf/1209/video/watchonline.html)

*The Search for the Perfect Heart*  
Science continues the quest to  
replace our most critical organ.  
[http://www.pbs.org/saf/1209/  
video/watchonline.htm](http://www.pbs.org/saf/1209/video/watchonline.htm)

“Frankenstein: Mary Shelley’s  
Dream”  
Live multimedia exhibit  
Biographical information on  
Mary Shelley; history and science  
of *Frankenstein*  
The Bakken Library and Museum  
[http://www.thebakken.org/  
frankenstein/intro.htm](http://www.thebakken.org/frankenstein/intro.htm)



## Texts

### Reading Scientific Articles

Research report (model)  
“Popular vs. Scholarly Periodicals”

Criteria Guide  
[http://guides.lib.msu.edu/page.phtml?page\\_id=32](http://guides.lib.msu.edu/page.phtml?page_id=32)

“How to Read a Scientific Paper”  
Little and Parker  
<http://www.biochem.arizona.edu/classes/bioc568/papers.htm>

“How to Read a Scientific Research Paper” McNeal  
[http://hampshire.edu/~apmNS/design/RESOURCES/HOW\\_READ.html](http://hampshire.edu/~apmNS/design/RESOURCES/HOW_READ.html)

### Research Report

Rubric  
<http://www.uwstout.edu/soe/profdev/rubrics.shtml>

“The Research Report at a Glance”  
“Big6 Overview for Research Projects”

Burke, Jim. 2003. Writing Reminders. Portsmouth, NH: Heinemann, pp.288-297.

### Transplantation and Biotechnology

American Medical Association Code of Ethics regarding allocation of limited medical resources  
<http://www.ama-assn.org/ama/pub/category/8388.html>

AMA Transplantation Scenarios  
“Life and Death in the War Zone: You Be the Judge”  
[http://www.pbs.org/wgbh/nova/teachers/activities/3106\\_combatdo.html](http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html)

Pros, Cons, and General Information About Genetic Engineering  
“A Beginner’s Guide to Genetic Engineering”  
<http://www.ifgene.org/beginner.htm>

“Biotechnology: A Case for Constraints”  
Timothy Lenoir’s review of *Enough: Staying Human in an Engineered Age*  
Bill McKibben  
<http://www.sciencemag.org/cgi/content/full/302/5648/1155>

“Replacement Parts”  
Cowley, Geoffrey  
Newsweek 27 Jan. 1997:66  
[http://web.lexis-nexis.com/universe/document?\\_m=f5e63e91e1c2cbd3939594cd21e275f5&docnum=1&wchp=dGLbVtb-zSkVb&md5=f3b1d46fb1f701144feal30ad3a00ab3](http://web.lexis-nexis.com/universe/document?_m=f5e63e91e1c2cbd3939594cd21e275f5&docnum=1&wchp=dGLbVtb-zSkVb&md5=f3b1d46fb1f701144feal30ad3a00ab3)

“Is Genetic Engineering Ethically Correct?”  
J. Hamilton  
Student Review  
<http://www.msu.edu/~hamill99/atlr/review4.html>

Patient Medical History and Consent Form  
<http://www.health.state.ok.us/bt/history-consent-form.pdf#search='heart%20transplant%20medical%20consent%20form'>

## Frankenstein Resources

Literary Nonfiction from  
“The Introduction to *Frankenstein*”

Mary Shelley

Shelley’s inspiration for  
*Frankenstein*

“Do Androids Dream of Being  
Human?”

Hans Persson

[http://www.lysator.liu.se/lsff/  
mb-nr27/Do\\_Androids\\_Dream-  
of\\_Being\\_Human.html](http://www.lysator.liu.se/lsff/mb-nr27/Do_Androids_Dream_of_Being_Human.html)

exploration and critique of  
*Frankenstein* and *Do Androids  
Dream of Electric Sheep?*

Hans Pearson looks at the  
inherent difference between  
artificially created men and  
real human beings; looks at  
*Frankenstein* as the first science  
fiction novel

*Do Androids Dream of Electric  
Sheep?*

Philip K. Dick

Basis for film *Blade Runner*

[http://www.philipkdick.com/  
works\\_novels\\_androids.html](http://www.philipkdick.com/works_novels_androids.html)

“Frankenstein: The Modern  
Prometheus”

influences on Shelley’s story

[http://www.nlm.nih.gov/hmd/  
frankenstein/frank-modern-1.html](http://www.nlm.nih.gov/hmd/frankenstein/frank-modern-1.html)

Biographical information on  
Mary Shelley and genre resource

“My Hideous Progeny:

Mary Shelley’s *Frankenstein*”

[http://home-1.worldonline.nl/  
~hamberg/](http://home-1.worldonline.nl/~hamberg/)

*Frankenstein*

Mary Shelley

Adapted by Larry Weinberg  
Hampton-Brown

Excerpts from *The Monsters:  
Mary Shelley and the Curse of  
Frankenstein*

Dorothy and Thomas Hoobler  
(literary and historical  
background for Shelley’s  
*Frankenstein*)

## Works of Art

“The Nightmare”

Johann Fussli

Detroit Institute of Art

[http://www.artchive.com/artchive/  
f/fussli/fuseli-nightmare.jpg.html](http://www.artchive.com/artchive/f/fussli/fuseli-nightmare.jpg.html)

## Poetry, Essays, and Other Works and Authors from the Time Period

“An Essay on Man” A. Pope  
(putting man in context)

*Paradise Lost* J. Milton

“A Modest Proposal”

Jonathan Swift (satire)

“The Rime of the Ancient  
Mariner”

S. Coleridge

Excerpt from

“A Defense of Poetry”

Percy Bysshe Shelley

persuasive essay and critical  
commentary

J. Austen, W. Blake, R. Burns,  
Lord Byron, S. Coleridge, D.  
Defoe, T. Gray, T. Hobbes, S.  
Johnson, J. Keats, J. Locke, J.  
Milton, A. Pope, M. Shelley, P. B.  
Shelley, J. Swift, Voltaire, M.  
Wolstonecraft, W. Wordsworth

## Internet Links to Resources

*Frankenstein* Resources  
<http://www.glencoe.com/sec/literature/litlibrary/frankenstein.html>

[http://www.pbs.org/wgbh/nova/teachers/activities/3106\\_combatdo.html](http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html)

<http://unitedstreaming.com>

MIT Inventor of the Week  
<http://web.mit.edu/invent/i-main.html>

## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- Gothic Romance
- Science Fiction
- Restoration and 18th century literature
- Literature from the Romantic Period
- Rationalism

Author study of

- poet from time period
- Mary Shelley (based on G. B. Shaw's quotation)

#### Literary Elements

Elements of Romantic Literature

- a passion for human emotion
- the belief that all humans are innately good
- the advocacy of free thought
- an opposition to political authority and social convention
- a strong sense of human individuality
- a belief in the supernatural
- the use of the morbid and grotesque

Elements of Gothic Literature

- use of intense emotion
- using weather to depict a character's mood
- giving nature the power to destroy
- innovation
- written in an age where people thought of new beginnings and higher possibilities
- idealization of nature
- evokes terror
- satanic hero

Elements of Science Fiction

- explores the marvels of discovery and achievement that may result from science and technology
- is usually speculative in nature
- assumes change as a given
- projects a story-line into the future or into an alternative reality or history
- explores a problem in technology, culture, or philosophy beyond its current state
- presents an atmosphere of scientific credibility regardless of the reality

Elements of *Frankenstein*

- use of letter writing to develop characters (epistolary novel)
- frame story (3 stories deep)
- elements of mystery, horror, the supernatural
- complex human dilemmas
- compelling disconcerting characters
- greed and gain as motivators in scientific advances
- point of view
- tone

### ***Literary Devices***

- story within a story plotline
- flashbacks
- syntax
- diction
- imagery

### ***Text Criteria***

- ACT Characteristics of Complex Text

### ***Historical/Cultural***

- issues in *Frankenstein* that are relevant today
- historical background on Romanticism

### ***Critical Perspectives***

- Examine moral dilemmas raised in anchor and linking texts
- Shelley's internal thoughts in assessment of her work

### ***Informational Text***

#### ***Genre Study***

Characteristics of

- scientific journal articles
- science news articles
- policy statements
- legal consent forms
- essays
- ACT writing rubric
- research report rubric
- mentor research report

### ***Expository Elements***

- explanation
- procedures
- multiple concepts
- organizational text structures
- author's perspective
- facts and details
- opinions and examples
- causes and consequences

- statements and arguments
- text features/graphics
- leads for sequence or chronology
- technical /specialized vocabulary

### ***Science Article Features***

- introduction
- hypothesis or thesis
- methods
- results or evidence
- discussion
- reflection
- criticism
- abstract
- graphs, charts, figures
- citations

### ***Research Report Elements***

- Title Page
- Abstract
- Table of Contents
- Introduction
- Body
- Recommendations/Conclusion
- References/Sources/Works Cited
- Appendices

### ***AMA Scenarios***

- positions on issues
- AMA criteria for recipient selection

### ***Historical/Cultural***

- Legal and moral dilemmas caused by technological advancements

## Reading, Listening/ Viewing Strategies and Activities

### Reading

#### Comprehension Strategies

- Use “Think Aloud” strategies
- Compare the voice of the letter writer and the voice of the narrator. How are they different?
- Sort fact from theory and conjecture
- Analyze graphic or tabular material
- Determine meaning of scientific terminology and technical terms from context and definitions provided
- Decipher pertinent information in research summaries
- Assess validity of hypotheses, premises, and conclusions
- Identify perspective of the author and perspectives that are not represented (marginalized)
- Apply SQ3R strategies
- Use interactive notes
- Use summary notes

#### Critical Reading

##### *Frankenstein*

- Who is the monster?
- What constitutes a monster?
- In what way is the creator (Victor) the monster?

### Scientific Articles

Read selected science articles; follow the steps in “How to Read a Scientific Article”

- skim and identify structure
- distinguish main points
- generate questions and monitor understanding
- draw inferences
- take notes as you read

#### Comprehension questions

- What is the purpose of the abstract?
- Why does the author choose to include specific charts and graphs to support conclusions?
- What strategies can be used to glean information about the purpose and conclusions of a scientific article before actually reading through all the information presented? Consider author’s perspective, intended audience, and purpose

### Listening/Viewing

- View PBS and AMA media segments for information, perspectives, and possibilities; generate new questions
- Discussion: Debate legal and moral issues around the theme.
- View segments of *Frankenstein* for historical perspectives
- Engage in book clubs/literature circles choosing among five to six teacher-selected texts (science fiction, gothic novels, or scientific articles) that support the unit focus

- Critique *Frankenstein* using “Lights, Camera, Action, Music: Critiquing Films Using Sight and Sound”  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=863](http://www.readwritethink.org/lessons/lesson_view.asp?id=863)

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Annotate text
- Quotation notebooks

Prompted writing to establish theme:

- What possibilities does technology present for enhancing or extending human life?

### Journal Entries

- Reflect on the texts (novel, informational text, and media) through a series of reflective writings
- Note examples of literary devices (imagery, metaphor, allusion, analogies)
- Respond to the focus questions

### Data Walls

- displaying seven comprehension strategies; students record and post strategy use as they read *Frankenstein*.

### Letter Writing

- Create a series of letters that together tell a story

## Graphic Organizers

- Create a pro and con graphic organizer to determine the support for and against enhancing and extending life with technology
- Use a decision tree organizer to analyze AMA scenario decisions

### Rubric Writing

- Score persuasive essays with the ACT writing rubric (with teacher modeling). Use the traits to revise writing

## Writing to Demonstrate Learning

### Essay Options

#### Comparative Essay

- Draw parallels between Mary Shelley’s *Frankenstein* and modern scientific and medical breakthroughs.

#### Creative Writing

- Use letter or journal writing to tell a story.

#### Persuasive Essay

- Lobby for or against manipulation of human bodies for sustaining or enhancing life, or for or against the use of genetically engineered products.

### **Research Options**

Formal/Major Research Report (Options) Refer to HSCE Standard 1.4.

Use rubric and handbook as guide for report.

(Major project begins in 3rd unit with completion in unit 4 or 5)

- Research the legal/moral issues of organ transplantation, medical decisions, and donor choices.
- Research a technological advancement.
- Trace the background and history of a significant medical or technological advancement.

### **Research Overview**

- Select topic, subject, style, approach
- Determine purpose and audience
- Generate, explore, refine questions
- Create hypothesis or thesis
- Evaluate information search strategies
- Access resources
- Extract relevant information
- Gather and study evidence
- Take notes
- Organize, synthesize, and evaluate information
- Document sources
- Format for publication
- Use “Writing a Research Report” or other online resource  
<http://owl.english.purdue.edu/workshops/hypertext/reportW/>

### **Authentic Writing**

- Write an essay detailing what you have personally learned from reading *Frankenstein*.
- Write an essay reflecting on the changes that Pope might have made if he wrote “An Essay on Man” after reading *Frankenstein*.
- Prepare a proposal requesting financial support for purchasing school book club texts.  
Burke, Jim  
*Writing Reminders*, p.360

### **Speaking**

- Compare the voice of the film maker with the voice of the author; use “Lights, Camera, Action, Music: Critiquing Films Using Sight and Sound”  
<http://www.readwritethink.org/lessons/lesson-view.asp?id=863>
- Debate pros and cons of proposed uses of technology

## On-Going Literacy Development

### Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
  - language fluency
  - reading complexity
  - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

### Daily Language Fluency

#### Reading

- High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

#### Reading Portfolio

Recording reading with levels of support

- I. texts/literature studied in class (challenging text in zone of proximal development—text students couldn't read without the help of the teacher); anchor, linking texts, and author/poet study

2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays
3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated bibliographies

#### Reading Strategies

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

#### Vocabulary Development

- words from selections
- academic vocabulary
- technical/specialized vocabulary
- word etymology and variation
- find current uses in Google News



## **Writing**

### **Writing Strategies**

- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing (review, revise, edit)
- note taking

### **Grammar Skills**

- grammar and rhetoric mini-lessons
- practice skills for ACT/SAT success

### **Grammar Instruction to**

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Additional MDE Grammar Resource  
“Power of Language” Module  
(ELA Companion Document)

## **ACT College Readiness Standards**

### **English**

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

### **Reading**

Analyze text for

- Main Ideas and Author’s Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

### **Writing**

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
- conventions (grammar, usage, mechanics)
- vocabulary (precise, varied)
- sentence structure variety (vary pace, support meaning)

## UNIT 11.4 UNDERSTANDING HUMAN NATURE: COPING WITH CRISIS, CHAOS, AND CHANGE

### THE VICTORIAN PERIOD AND CONTEMPORARY BRITISH LITERATURE IN THE 20TH CENTURY

#### Anchor Text

*Lord of the Flies*

#### Grade 11 Disposition

Transformational Thinking

#### Big Ideas

- coping with crisis, chaos, and change
- civilization as structure
- understanding the power of fear
- human nature
- choices
- loss of innocence
- civilization vs. savagery

#### Themes

- Understanding human nature facilitates coping with crisis, chaos, and change.
- Crisis creates vulnerability.
- To solve problems, order must be dynamic and self-organizing.
- Knowing the power of fear can empower you to make better decisions.
- Whenever groups of people coexist, there will be a struggle for power.
- It is better to examine the consequences of a decision before it is made, than to discover them afterwards.

#### Historical Perspectives

**1837–1901:** Victoria rules as Queen of England

**1847:** Emily Brontë's *Wuthering Heights*, Charlotte Brontë's *Jane Eyre*

**1859:** Darwin's *Origin of Species*; Dickens' *A Tale of Two Cities*

**1882:** British forces invade and occupy Egypt and the Sudan; Stevenson's *Treasure Island*

#### Literary Movements

Realism, Naturalism

#### Literary Authors

Matthew Arnold, Charlotte Brontë, Emily Brontë, Elizabeth Barrett Browning, Robert Browning, Lewis Carroll, Joseph Conrad, Charles Darwin, Charles Dickens, Sir Arthur Conan Doyle, A.E. Houseman, Alfred Lord Tennyson, Oscar Wilde

#### Contemporary British Literature—The 20th Century

**1914–1918:** World War I

**1944:** Allied troops cross English Channel; invade France

**1945:** World War II ends in Europe

#### Literary Movements

Stream of Consciousness

#### Literary Authors

William Golding, James Joyce, Frank O'Connor, George Orwell, George Bernard Shaw, Derek Walcott, H. G. Wells, Virginia Woolf

## Focus and Essential Questions and Quotations

### Focus Questions

- How does peer pressure effect change?
- When is rebellion justified?
- Why do we need rules?
- Why does fear make one act in irrational ways?
- How does personality dictate reactions?
- How did I benefit (or not benefit) from major or minor changes in my life?
- What role does society play in structuring our ideals, values, and sense of right and wrong?
- How do emotions skew decision making?

### Essential Questions

- When does society provide a structure for dealing with change/crisis?
- What happens when we lose that structure?
- How can forward thinking help me make better decisions?
- How will I know when to risk failure for possible success?

### Quotations

"The *real* real world demands that we learn to cope with chaos, that we understand what motivates humans, that we adopt strategies and behaviors that lead to order, not more chaos..."

When chaos erupts, it not only destroys the current structure, it also creates the conditions for new order to emerge."

Margaret Wheatley

"The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man."  
George Bernard Shaw

"Of the four," he writes, "Fear is the most potent. In a skilled surgeon's hands, Fear cuts through the layers of fat around a reader's brain, jabbing and needling until, trembling with the unquenchable desire built on frustration, the recipient of your Fear message grabs his pen or his phone to soothe his fever."  
Herschell Gordon Lewis

William Faulkner's advice to writers: "He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed - love and honor and pity and pride and compassion and sacrifice... The poet's, the writer's, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past."

William Faulkner

Nobel Banquet Speech, 1949

“The chief obstacle to the progress of the human race is the human race.”

Don Marquis

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## Literary Genre Focus/ Anchor Texts

### Narrative Text

*Lord of the Flies*

William Golding

### Informational Text

“Leadership Lessons for the Real World”

*Leader to Leader Magazine*

Margaret Wheatley

<http://www.margaretwheatley.com/articles/leadershiplessons.html>

“Putting Chaos in Order”

Andrei Codrescu

*Downtown Express* 18.39 (2006)

[http://www.downtownexpress.com/de\\_144/thepennypost.html](http://www.downtownexpress.com/de_144/thepennypost.html)

“New Orleans After Katrina – What Urban Myths Say about U.S.”

R. Granfield

Social commentary

<http://www.newswise.com/articles/view/515573/>

Response to Hurricane Katrina  
“After the Chaos”

[http://www.businessweek.com/magazine/content/05\\_38/b3951422.htm](http://www.businessweek.com/magazine/content/05_38/b3951422.htm)

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## Linking Texts

### Media

Interactive Interview Archive of 9/11

<http://www9.nationalgeographic.com/channel/inside911/index.html>

*Lord of the Flies* (film)

“I Shot An Arrow Into the Air”

*The Twilight Zone*

(download video \$1.99)

<http://video.google.com/videoplay?docid=1415679119464858876&q=twilight+zone+and+i+shot+an+arrow>

(text resource)

<http://www.scifi.com/cableinthe classroom/twilightzone/tz.1025.html>

Alan Cheuse reviews William Golding’s *Lord of the Flies*, 50 years after its first publication; NPR March 29, 2004 (2:32) (audio)

[www.npr.org/templates/story/story.php?storyId=1800369](http://www.npr.org/templates/story/story.php?storyId=1800369)

### Music Lyrics

“Lord of the Flies”

Iron Maiden, *X Factor*, 1995

<http://www.darklyrics.com/lyrics/ironmaiden/thexfactor.html#2>

## Texts

“Want More Response?

Get All Emotional”

[http://aherncomm.com/free/enevs/v02\\_n12.htm](http://aherncomm.com/free/enevs/v02_n12.htm)

*Magnetic Selling*, Chapter 2

“Words and Phrases That Get People to Want to Do Business with You”

Herschell Gordon Lewis

## Speeches/Essays

“Components of an Effective Presentation or Speech”

Jim Burke

<http://www.englishcompanion.com/pdfDocs/introspeeches.pdf>

## Poetry, Essays, and Other Works and Authors from the Time Period

M. Arnold, C. Bronte, E. Bronte, E. B. Browning, R. Browning, L. Carroll, J. Conrad, C. Darwin, C. Dickens, A. C. Doyle, W. Golding, A.E. Houseman, J. Joyce, F. O’Connor, G. Orwell, G. B. Shaw, A. L. Tennyson, D. Walcott, H. G. Wells, O. Wilde, V. Woolf

## Teacher Resources

Reporters’ Notes

*Tools for Thought Graphic*

*Organizers for your Classroom*

Burke, Jim (2002)

Websites for Think Alouds

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/thinkaloud.htm>

<http://school.discovery.com/lessonplans/programs/flies/>

## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- realistic fiction
- science fiction
- literary movements
  - Realism
  - Naturalism
  - Stream of Consciousness
  - Emerging Modernism

Author study of

- poet from time period

#### Literary Elements

- character study
- function of major/minor characters
- symbolism (universal vs. contextual)
- situational irony
- conflicts (internal and external)
- parody (*The Choral Island*)
- allegory (moral, social, religious)

#### Literary Devices

- flashbacks
- figurative language, imagery
- metaphor, simile, and allusion
- foreshadowing
- point of view
- diction

#### Historical/Cultural

- What do our actions say about our nature?
- What is the role of society in *Lord of the Flies* and today?

#### Critical Perspectives

- moral dilemma
- social hierarchies

## **Informational Text**

### **Genre Study**

Characteristics of

- news articles
- interviews
- reviews

### **Elements of a News Article**

- short separated, telegraphic sentences
- immediately establishes subject and purpose
- uses language appropriate to audience and subject
- uses quotations where appropriate
- minimal use of jargon
- clear purpose to the information
- includes only essential information
- effective page layout for clarity

### **Elements of a Review**

- focuses on performance, person, product
- compares key aspects of the subject with others
- establishes reviewer's authority
- maintains objective tone throughout
- identifies and applies criteria
- clarifies purpose of the review (perform, persuade)
- limited in scope; includes only essential aspects
- includes telling examples that support opinion
- offers balanced treatment
- anticipates questions and needs of audience

### **Text Criteria**

- ACT Characteristics of Complex Text

## **Reading, Listening/Viewing Strategies and Activities**

### **Reading**

#### **Narrative Text**

- Analyze *Lord of the Flies* considering Margaret Wheatley's article; discuss the conditions that would have existed for the "boys" in *Lord of the Flies* to realize a new order from the chaos created by their crisis

#### **Informational Text**

- Read the three informational anchor texts together to understand the conditions of vulnerability created by crisis. Relate this phenomenon to real world situations

### **Listening/Viewing**

- Participate in Think Alouds for narrative and informational text
- In The *Twilight Zone* segment, examine the role fear plays in decision-making during a crisis
- Listen to interviews from 9/11; identify creative decisions that helped them survive and decisions that caused others to perish unnecessarily
- Actively participate in small and large group discussions of literature studied in class and in book club reading groups
- Listen to and discuss Alan Cheus' review of *Lord of the Flies*; listen for and identify the elements of a review; use it as a model for writing your own review of a novel (book club or anchor text) and/or movie

- Read and discuss literary criticism of *Lord of the Flies*
- Engage in book clubs/literature circles choosing among five to six teacher-selected texts that support the unit focus

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Annotate text
- Quotation notebook
- Take two-sided notes documenting and explaining symbolism and allegory in the text
- Journal entries citing examples of people demonstrating strengths and having the capacity to find solutions in a time of crisis.

### Dialogue Journals or Data Walls

- Respond to focus questions
- Collect the language of emotions associated with crisis

### Personal Narrative

- Identify a time when you, another person you know, or someone you have read about demonstrated resilience

### Writing to Demonstrate Learning

#### Essay Options

##### Comparative Essay

- Describe a time in your life when there was chaos because a leader or teacher was not with the group or class for a period of time. Contrast your experiences to those of the boys in *Lord of the Flies*.

##### Persuasive Essay

- Consider the following quote... “When chaos erupts, it not only destroys the current structure, it also creates the conditions for new order to emerge.”

Margaret Wheatley

Write how this quotation applies to *Lord of the Flies*, real situations like Katrina, or a situation in your own life.

##### Descriptive Essay

- Describe the human instinct to survive (characters’ actions) by citing examples from the anchor and linking texts.

##### Exploratory Essay

- Consider how self organizing evokes creativity and results in new solutions and a new world order.
- How does this idea account for unusual heroes and support systems in a time of crisis. Use anchor and linking text for examples.

##### News Article or News Story

- Write a news article or story about the boys’ rescue and return to England.
- Use Reporters’ Notes; conduct mock interviews with the boys and with people providing different perspectives.
- Include mock statements made by the interviewees.

### Research Activity

- Research news articles about a current crisis or national disaster and evaluate the method in which key leaders responded; analyze the articles to identify the key elements
- Analyze the current crisis in light of *Lord of the Flies*, “Putting Chaos in Order,” “New Orleans After Katrina,” and “Leadership Lessons for the Real World”
- Report your findings in news article format

### Formal Research Report

- Complete formal research report begun in Unit 11.3

### Authentic Writing

- Write a review of *Lord of the Flies*; generate questions, establish criteria, incorporate elements of a review; share in class book club format
- Critique reviews using class-generated rubric; share data on data wall

### Speaking

- Recite poetry from time period

### Expressing

- Interpret parts of the novel in a dramatic performance, music video, dance, or art

## On-Going Literacy Development

### Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
  - language fluency
  - reading complexity
  - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

### Daily Language Fluency

#### Reading

- High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

#### Reading Portfolio

Recording reading with three levels of support

1. texts/literature studied in class (challenging text in zone of proximal development – text students couldn’t read without the help of the teacher); anchor, linking texts, and author/poet study
2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays



3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated bibliographies

### **Reading Strategies**

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

### **Vocabulary Development**

- Understand how languages and dialects are used to communicate effectively in different roles and different circumstances
  - The boys' use of language before and after they arrive on the island. With so much time spent trying to survive, they no longer have the energy to keep up the normal conventions of society
- Understand the implications and potential consequences of language use
  - As communication between the boys begins to break down, tensions escalate
- Understand the appropriate uses and implications of casual or informal language vs. professional language
- Recognize language bias
  - diction
  - voice
- words from selection
- academic vocabulary
- technical/specialized vocabulary
- word etymology and variation
- find current uses in Google News

## **Writing**

### **Writing Strategies**

- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing (review, revise, edit)
- note taking

### **Grammar Skills**

- practice skills for ACT success
- grammar mini-lessons

### **Grammar Instruction to**

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Additional MDE Grammar Resource

“Power of Language” Module (ELA Companion Document)

## **ACT College Readiness Standards**

### ***English***

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

### ***Reading***

Analyze text for

- Main Ideas and Author's Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

### ***Writing***

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
  - conventions (grammar, usage, mechanics)
  - vocabulary (precise, varied)
  - sentence structure variety (vary pace, support meaning)

## UNIT 11.5 THE DNA OF SURVIVAL-CONTEMPORARY WORLD LITERATURE –THE 20TH CENTURY

### Anchor Text

*Night* and excerpts from *Hiroshima*

### Grade II Disposition

Transformational Thinking

### Big Ideas

- survival
- resourcefulness
- loss
- connectedness

### Themes

- Survivors adapt to cope with unforeseen circumstances and events.
- Knowing the atrocities of the past should be a caution for the future.

### Historical Perspectives

Contemporary World  
Literature–The 20th Century

**1902:** Joseph Conrad,  
*Heart of Darkness*

**1912:** George Bernard Shaw,  
*Pygmalion*

**1914-1918:** World War I

**1920:** First post-war Olympics  
held in Belgium

**1922:** T.S. Eliot, *The Waste Land*

**1927:** Virginia Woolf,  
*To the Lighthouse*

**1939:** Britain declares war on  
Germany

**1940:** Winston Churchill  
becomes England's Prime  
Minister

**1941:** U.S. enters World War II

**1944:** Allied troops cross  
English Channel to invade France

**1945:** World War II ends  
in Europe

**1945:** George Orwell,  
*Animal Farm*

**1948:** Alan Paton (South Africa),  
*Cry, the Beloved Country*

### Literary Movements

Emerging Modernism

### Literary Authors

Winston Churchill, Joseph  
Conrad, T.S. Eliot, Aldous  
Huxley, Ezra Pound, George  
Bernard Shaw, Dylan Thomas,  
Elie Wiesel, William Butts Yeats

### Literary Movements

Stream of Consciousness

### Literary Authors

E. M. Forster, William Golding,  
James Joyce, Frank O'Connor,  
George Orwell, Dylan Thomas,  
Derek Walcott, H. G. Wells,  
Virginia Woolf

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## Focus and Essential Questions and Quotations

### Focus Questions

What is the DNA of Survival?

What are the critical characteristics of survival in people, business, and nations?

What role does adaptation play in survival?

What qualities do survivors exhibit?

### Essential Questions

What patterns and elements promote survival?

What can we learn from the oldest survivors: living things, organizations, nations?

How do I build a context for change in my life?

How do I demonstrate that I am open-minded enough to learn from my experiences and from the experiences of others?

What do I need to know to avoid repeating mistakes of the past?

### Quotation(s)

“Businesses that have managed to last for a century have adapted to big changes in the world around them—from the Great Depression of the 1930s to wars, technological changes, and population shifts.”

“The Great Quake...”

Ilana DeBare

“The beloved objects that we had carried with us from place to place were now left behind in the wagon and, with them, finally, our illusions.  
*Night*, Wiesel (29, 2006)

“Teach students to explore human suffering... Teach the stories... Teach them the art of questioning.”  
E. Wiesel, 2006 NCTE Address to English Teachers

“While some reviews were critical of the writing style, others praised the slim volume for its ability to take an event that most people had simply read about in the newspapers and put it into the context of individual lives. The human mind had trouble imagining statistics such as the hundreds of thousands of people who were immediately killed by the atomic bomb, but it could understand the effect of the event on the lives of the survivors in John Hersey’s writing.”

*Hiroshima*, “Introduction,”

Cliffsnotes

<http://www.cliffsnotes.com/WileyCDA/LitNote/id-14.pageNum-3.html>

“So never be afraid. Never be afraid to raise your voice for honesty and truth and compassion, against injustice and lying and greed. If you... will do this...you will change the earth.”  
William Faulkner

“Address to the Graduating Class” 28 May, 1951

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## Literary Genre Focus/Anchor Texts

### Informational Text

*Night*, Elie Wiesel

Excerpts from *Hiroshima*  
John Hersey, Chapters 1 and 2 (p. 1–43)

“Maslow’s Hierarchy of Needs”  
<http://changingminds.org/explanations/needs/maslow.htm>

## **Small Business Survival**

### **“THE GREAT QUAKE**

1906-2006 Businesses Weather  
a Century: The Small

Companies that Survive Adapt  
but Stay True to Their Roots”

Ilana DeBare, Chronicle Staff

Writer Sunday, April 2, 2006

[http://www.sfgate.com/cgi-bin/  
article.cgi?f=/c/a/2006/04/02/  
BUGOTI0QAII.DTL](http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2006/04/02/BUGOTI0QAII.DTL)

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## **Linking Texts**

### **Media**

#### **Interviews**

*Visualizing Cultures* website on

Hiroshima

(survivor interviews)

[http://ocw.mit.edu/ans7870/21f/  
21f.027j/menu/](http://ocw.mit.edu/ans7870/21f/21f.027j/menu/)

Ground Zero 1945

Oprah Winfrey’s interview

of Elie Wiesel

[www.oprah.com](http://www.oprah.com)

[http://www.oprah.com/tows/  
pastshows/200605/tows-past-  
20060524.jhtml](http://www.oprah.com/tows/pastshows/200605/tows-past-20060524.jhtml)

[http://www.oprah.com/  
omagazine/200011/omag-  
200011-elie.jhtml](http://www.oprah.com/omagazine/200011/omag-200011-elie.jhtml)

“How is Hiroshima Remembered  
in America?” Aug 6, 2005

Replay: Remembering Hiroshima

[http://www.npr.org/templates/  
story/story.php?storyId=  
4787714](http://www.npr.org/templates/story/story.php?storyId=4787714)

## **Informational Interviewing Techniques**

[owl.english.purdue.edu/  
workshops/pp/interviewing.ppt](http://owl.english.purdue.edu/workshops/pp/interviewing.ppt)

[www.roguecom.com/interview/  
modules.html](http://www.roguecom.com/interview/modules.html)

[http://www.managementhelp.  
org/evaluatn/intrview.htm](http://www.managementhelp.org/evaluatn/intrview.htm)

### **Texts**

#### **Graphic Novel**

*Maus A Survivor’s Tale:*

*My Father Bleeds History*

*Maus II A Survivor’s Tale:*

*And Here My Troubles Begin*

Art Spiegelman

#### **Graphic Novel Resources**

[http://www.informationgoddess.  
ca/Comics&GraphicNovels/  
forstudents.htm](http://www.informationgoddess.ca/Comics&GraphicNovels/forstudents.htm)

[http://artbomb.net/comics/  
introgn.jsp](http://artbomb.net/comics/introgn.jsp)

[http://www.informationgoddess.  
ca/Comics&GraphicNovels/  
index.htm](http://www.informationgoddess.ca/Comics&GraphicNovels/index.htm)

#### **Literary Criticism**

Literary Critique of Hiroshima

[http://www.cliffsnotes.com/  
WileyCDA/LitNote/id-  
14.pageNum-3.html](http://www.cliffsnotes.com/WileyCDA/LitNote/id-14.pageNum-3.html)

Critical Essay

Events Surrounding the First  
Atomic Bombs

[http://www.cliffsnotes.com/  
WileyCDA/LitNote/id-  
14.pageNum-29.html](http://www.cliffsnotes.com/WileyCDA/LitNote/id-14.pageNum-29.html)

“How to Write a Literary  
Critique”

[http://chci.wrdsb.on.ca/library/  
4eng3uic.htm](http://chci.wrdsb.on.ca/library/4eng3uic.htm)

“Helping Students Write College Application Essays”  
Jim Burke  
<http://www.englishcompanion.com/room82/college/writecollegeessays.html>

## Speeches

Nobel Peace Prize Acceptance Speech  
Elie Wiesel  
<http://www.eliewiesel.org/ElieWiesel/speech.html>

“Address to the Graduating Class” University High School  
Oxford, MS, May 28, 1951  
William Faulkner  
Meriwether, J.B., ed. 2004.  
*Essays, Speeches, and Public Letters*. New York: Random House

“Components of an Effective Presentation or Speech”  
Jim Burke  
<http://www.englishcompanion.com/pdfDocs/introspeeches.pdf>

## Other Suggested Texts

Excerpts from

*One Day in the Life of Ivan Denisovich*  
Alexander Solzhenitsyn

*Hegemony or Survival*  
Noam Chomsky

*Hitler Youth Growing Up In Hitler's Shadow*  
Susan Campbell Bartoletti

*All But My Life*  
Survivor married US Soldier who liberates her from camp

“There Will Come Soft Rains”  
Ray Bradbury short story

Sara Teasdale poem

“Grass” Carl Sandburg

## Poetry, Essays, and Other Works and Authors from the Time Period

Churchill, Conrad, Eliot, Forster, Golding, Huxley, Joyce, O’Conner, Orwell, Paton, Pound, Shaw, Thomas, Walcott, Wells, Woolf, Yeats

## Works of Art

Pictures by Hiroshima Survivors  
[http://ocw.mit.edu/ans7870/2If/2If.027j/groundzero1945/gz-core\\_home.html](http://ocw.mit.edu/ans7870/2If/2If.027j/groundzero1945/gz-core_home.html)

## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- poetry
- graphic novels
- allegory
- literary memoir

Author study of

- poet from time period

#### Elements of Memoir

- a memory; a description of an event from the past
- written in first person
- based on truth
- reveals author's feelings before and after event
- includes lessons learned
- focused on an experience at one point in author's life

#### Features of Graphic Novels

- thought balloon/bubble
- images used in a sequence
- images delineated by lines (panel borders) to depict actions
- splash panel/page
- panel frame
- gutter space
- narrative box/voiceover
- borderless panel
- bleeds (image runs off page)
- told in images

### Literary Devices

- symbolism
- alliteration
- repetition
- foreshadowing
- flashbacks
- tone
- graphic characterization
- text framing

### Historical/Cultural

- history of survival
- culture of World War II as depicted in *Night*, *Hiroshima*, and *Maus*

### Critical Perspectives

- characteristics that promote survival and adaptation

### Informational Text

#### Genre Study

Characteristics of

- autobiography
- authoritative sources
- speeches
- interview
- critique
- primary sources
- secondary sources

#### Expository Elements

- examples
- metaphors
- testimonials
- elements of critiques
- elements of effective speeches

### **Organizational Patterns**

- problem/solution
- pyramid outlines

### **Historical/Cultural**

- survivors' perspectives through interviews
- historical perspective on small business survival

## **Reading, Listening/Viewing Strategies and Activities**

### **Reading**

- Use the stages of motivation in “Maslow’s Hierarchy” to reflect on the plight of Elie Weisel and his family. How did their place on their hierarchy of needs keep them from escaping?

### **Critical Reading**

- Reflect on *Night* and *Hiroshima*
  - What did each say? (summary of each)
  - How did the author say it? (dialogue, literary genre, elements and devices, perspective)
  - What does it mean? (inferences and connections)
  - Why does it matter? (implications)

- Read Hersey’s *Hiroshima* secondary source interviews. What would we gain from reading the primary sources of the interviews (prosody, emphasis, tone)
- Compare recorded live interviews (primary) with Hersey’s (secondary) interviews
- Read critiques of *Night*, *Maus*, *Hiroshima*  
Analyze elements of literary critiques in preparation for writing a critique

### **Listening/Viewing**

- Listen to and view media clips and interviews; compare Weisel’s perspective from the time of writing *Night* to the time of the interviews and media clips
- Discuss how reflection allows for new insights
- Analyze characteristics of the interviewer that lead to an interesting and revealing interview
- Discuss the importance of sharing stories and the benefits to the teller and to the listeners/readers
- Engage in book clubs/literature circles choosing among five to six teacher-selected texts that support the unit focus



## **Writing, Speaking, Expressing Strategies and Activities**

### **Writing to Learn**

- Annotate text
- Quotation notebook

### **Journal Entries**

- Respond to focus questions

### **Night**

- Record regression on Maslow's Hierarchy, noting actions and conversations
- Discuss discord between characters at different level on the hierarchy
- Note examples of narrative characteristics (alliteration, repetition, symbolism)

### **Hiroshima**

- Record strategies each character employed to survive

### **Data Walls**

- Collect resources for each component of the college application essay

### **Writing to Demonstrate Learning**

#### **Persuasive Essay**

- Define the characteristics most critical to survival. Refer to texts read.
- Wiesel, a survivor, worried about showing disrespect for the dead if he put his memories of the Nazi concentration camp into words. Write a persuasive essay supporting his decision to tell his story.

#### **Comparative Essay**

- Compare Faulkner's advice to students with that of Wiesel. Do they agree?

### **Literary Critique**

- Write a literary critique of *Night* based on the model studied.

### **Research**

- Complete and present ongoing formal research report.

### **Authentic Writing**

#### **Memoir**

- Write a memoir based on an interesting life event; produce as a written account, a digital story, a multi-media presentation, or a photo essay; product should reflect elements of memoir.

### **College/Career Planning**

- Revisit College Application Timeline (Unit 11.2).
- Make plans for summer college/career options.

### **College Application Essay**

(explicit instruction)

"Helping Students Write College Application Essays" Jim Burke  
<http://www.englishcompanion.com/room82/college/writecollegeessays.html>

Most students will begin this process over the summer. It will appear again in Unit 1 of 12th grade. Timeline suggests Sept/Oct of senior year.

### **Speaking/Interviewing**

- Interview a survivor (of war, cancer, natural disaster, or accident) using an interview model; work within groups (interviewed like survivors) to further define the DNA of survival.  
<http://www.tcomschool.ohio.edu/cdtm/conducti.htm>
- Write and deliver a speech using Faulkner's speech as a model.

## On-Going Literacy Development

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
  - language fluency
  - reading complexity
  - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

## Daily Language Fluency

### Reading

- High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

### Reading Portfolio

Recording reading with three levels of support

- I. texts/literature studied in class (challenging text in zone of proximal development – text students couldn't read without the help of the teacher); anchor, linking texts, and author/poet study

2. collaborative meaning building groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays
3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students will annotate bibliographies

### Reading Strategies

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

### Vocabulary Development

- Yiddish and Russian terms
- Understand how languages and dialects are used to communicate effectively in different roles and different circumstances
- words from selections
- academic vocabulary
- technical/specialized vocabulary
- word etymology and variation
- find current uses in Google News

## **Writing**

### **Writing Strategies**

- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing
- note taking

### **Grammar Skills**

- grammar and rhetoric mini lessons
- practice skills for ACT/SAT success

Grammar Instruction to:

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Additional MDE Grammar Resource  
“Power of Language” Module  
(ELA Companion Document)

## **ACT College Readiness Standards**

### **English**

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

### **Reading**

Analyze text for

- Main Ideas and Author’s Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

### **Writing**

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
  - conventions (grammar, usage, mechanics)
  - vocabulary (precise, varied)
  - sentence structure variety (vary pace, support meaning)



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